DOCUMENT RESUME

ED 347 242 UD 028 742

TITLE	Career Awareness and Resource Education Program for Hispanic Bilingual High School Students (Project CARE). 1990-91 Final Evaluation Profile. OREA Report.
INSTITUTION	New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE	26 Jul 91
CONTRACT	T003A80307
NOTE	16p.
AVAILABLE FROM	Office of Research, Evaluation, and Assessment, New York City Public Schools, 110 Livingston Street, Room 732, Brooklyn, NY 11201.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Bilingual Education Programs; Career Awareness; Compensatory Education; Disadvantaged Youth; Economically Disadvantaged; *Educationally Disadvantaged; English (Second Language); High Schools; *High School Students; *Immigrants; Limited English Speaking; Native Language Instruction; Profiles; Program Evaluation; Secondary Education; *Spanish Speaking; Urban Schools
IDENTIFIERS	Language Minorities; *New York City Board of Education; *Project CARE NY

ABSTRACT

An evaluation was done of New York City Public Schools' Career Awareness and Resource Education Program for Hispanic Bilingual High School Students (Project CARE), which served poor immigrant students. The program operated at 2 high schools (1 in Brooklyn and 1 in Queens) and included 491 students who were eligible for the Free Lunch Program. The Project provided students with English as a Second Language (ESL); native language arts (NLA); bilingual instruction in content areas and pre-occupational subjects; and art, music, and physical education using ESL techniques. The Project aimed to provide academically deficient students of limited English proficiency with the intensive instructional and support services necessary to insure optimum academic and career achievement. Evaluation of the program was based on demographic data, citywide student test scores, and interviews with and surveys of the program director. Project CARE was fully implemented; and it met its objectives for awareness of U.S. culture, career conference, guidance counseling, attitudes toward school, curriculum development, and parental involvement. It partially met its objective for dropout rate. The project did not meet its objectives for ESL, NLA, content areas subjects, attendance, and attitude toward heritage. One appendix summarizes the data collection and analysis procedures. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED347242

OREA Report

Career Awareness and Resource Education Program for Hispanic Bilingual High School Students (Project CARE)

Grant Number: T003A80307

1990-91

FINAL EVALUATION PROFILE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Tobias

OREA, NYC

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

VO 028 742

BEST COPY AVAILABLE

Career Awareness and Resource Education
Program for Hispanic Bilingual
High School Students
(Project CARE)
Grant Number: T003A80307
1990-91

FINAL EVALUATION PROFILE

NEW YORK CITY BOARD OF EDUCATION

H. Carl McCall
President

Irene H. Impellizzeri
Vice President

Carol A. Gresser
Westina L. Matthews
Michael J. Petrides
Luis O. Reyes
Ninfa Segarra
Members

Joseph A. Fernandez
Chancellor

DIVISION OF STRATEGIC PLANNING/RESEARCH & DEVELOPMENT

Robin Willner
Executive Director

It is the policy of the New York City Board of Education not to discriminate on the basis of race, color, creed, religion, national origin, age, handicapping condition, marital status, sexual orientation, or sex in its educational programs, activities, and employment policies, as required by law. Inquiries regarding compliance with appropriate laws may be directed to Mercedes A. Nesfield, Director, Office of Equal Opportunity, 110 Livingston Street, Brooklyn, New York 11201; or to Director, Office for Civil Rights, Department of Education, 26 Federal Plaza, Room 33-10, New York, New York 10278.

7/26/91

UD

ACKNOWLEDGMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation, and Assessment.

Additional copies of this report are available from:

Dr. Tomi Deutsch Berney
Office of Research, Evaluation, and Assessment
New York City Public Schools
110 Livingston Street, Room 732
Brooklyn, NY 11201
(718) 935-3790

FOREWORD

The body of this report is preceded by an Extract which presents an overview of salient points of the project: funding cycle; enrollment figures; background of students served; admission criteria; and programming features, strengths, and limitations, including the outcome of all objectives. The extract also presents the conclusions drawn by the Office of Research, Evaluation, and Assessment (OREA) about the program and its recommendations for program improvement.

The extract is followed by the body of the report, titled Program Assessment. This includes such information as staffing, program implementation, and outcome and implementation objectives. Instructional objectives are presented first, followed by noninstructional objectives. The report then addresses those aspects of programming mandated by Title VII regulations that do not have specifically stated objectives. This may be information on attendance and dropout rate, grade retention, mainstreaming, referrals out of the program to meet special needs of the students, and withdrawals. A case history concludes the report.

Data for this profile were collected and analyzed using a variety of procedures, which are described in Appendix A following the text.

Office of Research, Evaluation, and Assessment
New York City Public Schools

E.S.E.A. Title VII Evaluation Profile

Career Awareness and Resource Education Program for Hispanic Bilingual High School Students (Project CARE)

Grant Number: T003A80307

1990-91

EXTRACT

PROJECT DIRECTOR: Eileen May

FUNDING CYCLE: Year 3 of 3

SITES

School	Borough	Grade Levels	Enrollment* (fall)	Enrollment* (spring)
Eastern District High School	Brooklyn	9-12	250	299
Flushing High School	Queens	9-12	127	126

*The project enrolled 491 students (100 less than in the previous year), serving 377 in the fall and 425 in the spring; 355 students were enrolled for both semesters.

STUDENT BACKGROUND

Native Language	Number of Students
Spanish	480
Unreported	11

Countries of Origin	Number of Students
Dominican Republic	280
Puerto Rico	48
Ecuador	35
Mexico	22
El Salvador	20
Other countries	62
Unknown	24

Mean Years of Education in Native Country: 7.2; in the United States: 2.3

Percentage of Students Eligible for Free Lunch Program: 100

ADMISSION CRITERIA

Students were eligible to participate if they scored at or below the 40th percentile on the Language Assessment Battery (LAB), failed two or more subjects in the term prior to entry, and/or had scored at or below the 55th percentile on the Spanish LAB.

PROGRAMMING

Features

Project CARE targeted two high schools with a recent influx of immigrants. The project provided students with English as a Second Language (E.S.L.); Native Language Arts (N.L.A.); bilingual instruction in content area and pre-occupational subjects; and art, music, and physical education using E.S.L. techniques. Project CARE aimed to provide academically deficient students of limited English proficiency (LEP) with the intensive instructional and support services necessary to insure optimum academic and career achievement.

Strengths and Limitations

Program strengths were the strong relationship developed between resource teachers and program students and the additional instructional support provided in the resource room.

Program limitations varied between sites. At Flushing High School, project staff wished for greater access to computers and better response to parental involvement initiatives. Project staff felt that more guidance sessions with program students and increased contact with community and cultural organizations were needed at Eastern District High School to enrich the program's support services.

CONCLUSIONS AND RECOMMENDATIONS

Project CARE was fully implemented. The project met its objectives for awareness of American culture, career conference, guidance counseling, attitudes toward school, curriculum development, and parental involvement. It met one of two staff development objectives. It partially met its objective for dropout rate. Project CARE did not meet its objectives for E.S.L., N.L.A., content area subjects, attendance, and attitude toward heritage. While the project failed to meet any of its academic objectives, OREA notes that Project CARE admitted only students with a history of academic failure and considers that these objectives may have been unrealistic for the population served.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Offer project students at Flushing High School greater access to computers.
- Conduct a needs assessment survey of parents of participating students at Flushing High School to increase their involvement.
- If possible, schedule additional guidance sessions for program students at Eastern District High School.
- Increase contact with community and cultural organizations at the Eastern District High School site.
- Revise academic objectives to make them more realistic for the population being served.

PROGRAM ASSESSMENT

STAFFING

Title VII Staff (Total 5)

Title	Degree	Language Competencies
Project Director	Master's, P.D.*	Spanish
Resource Teacher	Master's	Spanish
Resource Teacher	Bachelor's	Spanish
Paraprofessional	High School	Spanish
Paraprofessional	High School	Spanish

*Professional Diploma

Other Staff Working With Project Students (Total 74 fall, 83 spring)

Degree	Certification		Language Competencies	
No data provided	T.P.D. E.S.L.	5	Spanish	39
	T.P.D Spanish	4	French	3
	Spanish Bil./N.L.A	26	Korean	1
	E.S.L.	19		
	English	4		
	Korean N.L.A.	1		
	French Bil./N.L.A.	3		
	Chinese Bil./N.L.A.	3		

IMPLEMENTATION AND OUTCOMES (Objectives prefaced by •)

English as a Second Language (E.S.L.)

Level	Periods Weekly
Literacy	15
Beginning	15
Intermediate	15
Advanced	10
Transitional	10

E.S.L. teachers used a variety of texts and other instructional materials which focused on the use of English in everyday situations. They also used skits and pictures to contextualize vocabulary, grammar, and writing instruction.

- Seventy percent of program students will demonstrate an appropriate increase in English language proficiency.

Evaluation Instrument: Language Assessment Battery (LAB)*

Pretest: March 1990; posttest: March 1991.

Number of students for whom pre- and posttest data were reported: 320

Percentage of students showing gain: 36.3

Project did not meet objective.

Native Language Arts (N.L.A.) (Spanish)

Estimated percentage of students lacking literacy skills in native language: 32

Level	Periods Weekly
Literacy	10
Beginning	5
Intermediate	5
Advanced	5
Advanced Placement	5

N.L.A. teachers emphasized a holistic approach to learning, using texts, materials, and topics focusing on students' cultural heritages. Project CARE also encouraged teachers to use the individualized instructional approach and mastery learning techniques in order to give program students the additional instructional attention needed.

- Seventy-five percent of the Spanish-dominant participants will demonstrate a significant increase in Spanish language achievement.

Evaluation Indicator: Final course grades.

In the fall, 63.4 percent of the 309 students enrolled passed N.L.A. In the spring, 312 students were enrolled, and 65.7 percent of these passed.

Project did not meet objective.

*OREA used a gap reduction design to evaluate the effect of supplementary instruction on project students' performance on the LAB. Since all LEP students in New York City are entitled to such instruction, no valid comparison group exists among these students, and OREA used instead the group on which the LAB was normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.06. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Content Area Subjects

Project students took bilingual content area courses in mathematics, science, social studies, and business education. Project CARE also encouraged participating subject teachers to implement personalized teaching approaches in their classrooms. Materials included project-developed, translated, and/or adapted texts; Barron's series in social studies (a sequence of *El Mundo Y Su Gente* readers on the cultures and histories of the world); and Spanish versions of texts used in the mainstream curriculum.

- At least 70 percent of all students will score at or above the passing criterion of 65 in the content area subjects of social studies, mathematics, and science.

Evaluation Indicator: Final course grades.

Passing Grades in Content Area Courses

	Fall		Spring	
	Enrollment	Percent Passing	Enrollment	Percent Passing
Mathematics	331	43.8	331	52.9
Science	171	38.6	216	56.5
Social studies	301	56.5	318	58.5

Project did not meet objective, although spring passing rates were higher than fall rates for all subjects.

Attendance

- Program students' attendance will be significantly higher than that of mainstream students.

Attendance Rates

School	Project Students' Rate	Mainstream Students' Rate	Difference
Eastern District High School	75.3	78.4	-3.1
Flushing High School	85.1	89.1	-4.0

Project did not meet objective.

Dropout Rate

- Program students will have a significantly lower dropout rate than similar non-program students.

Dropout Rates

School	Project Students' Rate	Mainstream Students' Rate	Difference
Eastern District High School	0.0	10.0	-10.0*
Flushing High School	6.3	5.8	0.5

*$p<.05$

Project met objective only at Eastern District High School.

Attitudes Toward School

- Seventy-five percent of all students will demonstrate an improvement in attitude toward school.

Evaluation Instrument: 5-point Likert scale.

Data were available for 294 students. Of these, 77.0 percent showed an improvement of one or more points in the scale.

Project met objective.

Attitude Toward Heritage

- Seventy-five percent of all students will demonstrate an improvement in attitude toward one's heritage.

Evaluation Instrument: Language Cultural Heritage Attitude Scale

Data were available for 294 students. Of these, 72.5 percent showed an improvement of one or more points in the scale.

Project did not meet objective, although it came close.

American Culture Awareness

- The program will organize at least two field trips at each site to historical museums, the United Nations, etc., to increase familiarity with American culture and citizenship.

Program students at both sites went on numerous field trips to cultural institutions. Some focused on American history, and others centered on ecological awareness and multiculturalism.

Project met objective.

Career Conference

- The program will organize at least one conference for the students in which representatives of business and industry will present information on career options and skill requirements.

Project students participated in numerous career awareness activities, ranging from visits by individual professionals to full-fledged career conferences. Students learned about the fundamental skills requirements, necessary education, and financial benefits of several careers.

Project met objective.

Guidance Counseling

- All graduating students will meet with the bilingual career specialists for advisement at least three times during the school year.

All graduating students met with the bilingual career specialists twice, the college advisors twice, and with the bilingual grade advisor twice. The project also offered career guidance handbooks for independent research. The career specialists at each school met all students an indeterminate number of times.

Project met objective.

Staff Development

- Eighty percent of the staff will demonstrate an increase in awareness of pupil needs and pupil problems.

Evaluation Instrument: 5-point Likert scale.

Likert-scale data indicated that 100 percent of staff had become more aware of pupil needs and problems and more involved in project activities.

Project met objective.

- Ninety percent of program staff will enroll in at least one university course.

Eighty-five percent of the program staff enrolled in university or college courses at Eastern District High School and 86 percent at Flushing High School. Veteran teachers who had fully completed license requirements did not enroll in any courses.

Project did not meet objective, although it came close.

Curriculum Development

- Curriculum specialists will have developed or translated one subject matter-oriented instruction unit for teaching E.S.L., mathematics, science, and social studies.

The project's curriculum specialists produced six pieces of curriculum: one for N.L.A. Spanish, advanced level; two for N.L.A. Spanish, literacy level; one for E.S.L., transitional level; and two for E.S.L., literacy level. Project staff assembled developed materials into books, which they disseminated to participating teachers and shared with other high schools.

Project met objective.

Parental Involvement

- The proportion of program students' parents who participate in Open School Day/Evening will be equal to or greater than the proportion of mainstream students' parents who participate in this activity.

Parent Attendance Rates

	Fall		Spring	
	Program Rate	Mainstream Rate	Program Rate	Mainstream Rate
Eastern District High School	27.2	20.0	49	18
Flushing High School	17.6	17.5	30	21

Project met objective.

Other Activities

The project provided students with a variety of extracurricular activities and support services. These included crisis intervention, peer tutoring, computer-assisted instruction, academic contests, and placement in service aide positions. Students also worked on a magazine featuring their poetry and other literary and artistic contributions.

SERVICE TO STUDENTS WITH SPECIAL NEEDS

	Number of Students	Percentage	Percentage in Previous Year	Percent Change
Referred to special education:	0	0	N/A	N/A
Referred to remedial programs:	0	0	N/A	N/A
Referred to gifted and talented programs:	0	0	N/A	N/A
Retained in grade:	7	1.4	N/A	N/A
Dropouts:	12	2.4	16.4	-14.0

Project CARE staff referred students for special education programs if they were identified by project or other school staff to be in academic or emotional need. The School-Based Support Teams (S.B.S.T.s) were ultimately responsible for certifying students for special education. The S.B.S.T. included members who were proficient in the project students' native language.

MAINSTREAMING

Thirty-eight students (7.7 percent) were mainstreamed.

Academic Achievement of Former Project Participants Who Were Mainstreamed

No data were available on former project students.

CASE HISTORIES

Eastern District High School

David L. was born in Nicaragua in 1974 and moved with his family to New York in the spring of 1988. He enrolled in Eastern District High School that fall, and testing showed that he was very intelligent. He was placed in advanced level mathematics classes. However, David's academic performance proved inconsistent, and he was failing several of his classes. He was then opted into the Project CARE program, and the resource teacher found that it was David's troubled family/home situation which was jeopardizing his academic success. David lived in an abusive home, frequently slept on the subways, and had only two changes of clothing. This hampered his ability to concentrate on his school work and diminished his self-esteem. Project CARE's resource teacher intervened on David's behalf, getting him into a group home, securing for him the services of a professional counselor, and providing him with a small wardrobe.

Today, Project CARE's resource room has become something of a second home to David. His grades have improved, and he has become very involved with school activities. He cited the project's intensive instructional and support services as critical to his personal success.

Flushing High School

Roberto M. enrolled in September 1991, after graduating from one of the neighboring intermediate schools. His score on the LAB indicated that he was still LEP, and his academic performance was poor. He then enrolled in Project CARE, developed a strong relationship with project staff, and was especially active in program activities. Because he worked after school until 11 p.m., he went to the resource room during his lunch period every day for help in English.

The paraprofessional used Roberto's interest in computers as a way to help him improve his language skills and complete his homework more efficiently. While his computer skills and self-esteem improved, his grades did not. Project CARE's resource teacher and paraprofessional then decided to pair Roberto with an English-speaking student in the mainstream program. This peer-tutoring relationship proved to be a turning point in Roberto's academic career. Roberto's grades began to show significant improvement, and his self-esteem improved dramatically. Soon, Roberto passed all his courses and was himself tutoring one of the project's pre-literacy students. He also maintained a very active role in project activities and began to go to the resource room to help other students.

APPENDIX A

DATA COLLECTION AND ANALYSIS

Student Data Form

This one-page form is filled out by staff for each participating and mainstreamed student. OREA gathers data from this form on backgrounds, demographics, academic outcomes, attendance, referrals, and exit from the program.

Project Director's Questionnaire

The Project Director's Questionnaire includes questions on staff qualifications, program implementation, periods of instruction, and instructional materials and techniques.

Project Director's Interview

The interview gathers information on program and student or staff characteristics not supplied by the Project Director's Questionnaire. The interview also allows project staff to offer qualitative data or amplify responses to the Questionnaire.

Citywide Test Scores

OREA retrieves scores centrally from the Language Assessment Battery (LAB) and other citywide tests. For evaluation purposes, these test scores are reported in Normal Curve Equivalents (N.C.E.s). N.C.E.s are normalized standard scores with a mean of 50 and a standard deviation (s.d.) of 21.06. They constitute an equal-interval scale in which the distance is the same between any two adjacent scores. A gain of 5 N.C.E.s is the same whether it is at the lower or the higher end of the scale. N.C.E.s can be used in arithmetic computations to indicate group progress. (Percentile scales, although more familiar to many, are unsuitable for such computations since they are not equal-interval.)

Likert-Type Surveys

Likert-type surveys, in which respondents mark their opinions on a scale from one to five, are used in a variety of ways. They examine student attitudes (i.e., toward school and career, native language use, and native and mainstream cultures). They also assess staff and parent attitude and reactions to workshops and other activities.

Gap Reduction Evaluation Design

OREA uses a gap reduction design for measuring changes in standardized tests. Since no appropriate non-project comparison group is available in New York City, where all students of limited English proficiency (LEP) are entitled to receive supplementary services, OREA compares the progress of participating students with that of the group on which the test was normed. It is assumed that the norm group would show a zero gain in the absence of instruction, and gains made by project students could be attributed to project services. (See "Citywide Test Scores" above.)

To test whether pre/posttest gains are greater than could be expected by chance alone, OREA uses a *t*-test. To determine whether a difference between two proportions (e.g., program and mainstream attendance rates) is greater than could be expected by chance, OREA uses a *z*-test. The level of significance is set at .05 for all tests.